Units of Study and Assessment - English Language Arts			
Criteria	Y/N	Revisions Needed	
I. The Shifts in Instruction and Learning			
Quality curricula that are aligned to the Common Core State Standards (CCSS) in *ELA/literacy should reflect these three shifts:			
 Building knowledge through content-rich nonfiction Reading, writing, and speaking grounded in evidence from text, both literary and informational Regular practice with complex text and its academic language 			
For more information go to: http://www.corestandards.org/other-resources/key-shifts-in-english-language-arts/			
*ELA/literacy: Starting in grades 6, CCSS standards exist for literacy in social studies, science, and technical subjects. These CCSS standards are meant to complement the existing NJ Core Curriculum Content Standards. According to the CCSS, "The Standards insist that instruction in reading, writing, speaking, listening, and language be a shared responsibility within the school" (p. 4). These three shifts should, therefore, be infused into curricula for social studies, science, and technical subjects, as well as English language arts.			
II. Curriculum Reading Framework The reading framework for the K-12 curriculum should be aligned as follows:			
K-5: 50% Literary; 50% Informational 6-8: 45% Literary; 55% Informational			

		T	T
9-12: 3	30% Literary; 70% Informational		
	e note: 70% informational text at the high school level includes e, social studies, and the technical subjects)		
III.	Unit Organization and Purpose		
Curric	ulum units of study are built with the "end in mind." That means		
the CC	SS ELA/literacy standards should be the place where unit		
planni	ng begins.		
Qualit	y curricula are organized according to the following principles:		
a)	The unit begins with the learning goals—these goals come from the CCSS in ELA		
b)	Units might be organized around a genre, theme, or even both. For instance, a sample 4 th grade unit might be based upon "Informational Text" centered on the theme of "Heroism."		
c)	End-of-unit assessments are created before unit lesson planning begins. This allows teachers to see the "goal" of the unit.		
d)			
e)	Strategies and formative assessments are planned, along with examples of differentiation		
	y curricula aligned to the CCSS contain the following cteristics:		
a)	Grade-level standards placed in the appropriate unit (s)		
b)	Clear examples of interdisciplinary learning		

c)	Explicit, systematic development of foundational literacy skills (grades K-2)			
d)	Infusion of 21 st century learning goals (see			
۵,	http://www.p21.org/about-us/p21-framework)			
e)	Methods of differentiation infused throughout the units of			
	study (see Roman numeral VI below)			
f)	Assessed standards are included in units prior to the			
',	administration date			
g)	A balanced assessment system provides data regarding			
0,	students' range of abilities through screening, formative,			
	benchmark, and summative assessments			
IV.	Student Learning Objectives (SLOs)			
Studer	t learning objectives for units of study and lesson plans are			
derive	d from the CCSS. They are specific and measurable. (Please			
note, v	while the NJDOE has SLOs as part of the Model Curriculum			
framework, they are not the only SLOs that can, or should, be				
develo	ped.)			
Sample	e SLO:			
CCSS.E	LA-LITERACY.RI.8.6			
Detern	nine an author's point of view or purpose in a text and analyze			
how th	e author acknowledges and responds to conflicting evidence or			
viewpoints.				
	t Learning Objectives:			
Students will read an excerpt from Frederick Douglas's the Narrative				
of the Life of Frederick Douglass, An American Slave in order to				
detern	nine Douglas's purpose in writing the text.			
Studer	its will analyze Douglas's text by identifying and writing about			

how	ad why he responds to his critics		
V.	nd why he responds to his critics. End-of-Unit Assessments		
A.	The "end-of-unit" assessment gauges to what extent students		
	have achieved specific CCSS. Unit assessments should combine		
	the processes of reading and writing. For instance, a 4 th grade		
	unit on reading informational text built around the theme of		
	heroism. An end-of-unit assessment would include 2		
	appropriately leveled, complex texts with an applicable writing task. Refer to the NJ Model Curriculum End-of-Unit Assessment		
	and sample PARCC assessment items		
	(https://www.parcconline.org/parcc-assessments) for		
	examples.		
	endin presi		
В.	Genres of Summative Assessments		
Alignm	nent to the CCSS in ELA/literacy means that end-of-unit		
_	ments should be framed around three genres of writing (see the		
	standards for writing: http://www.corestandards.org/ELA-		
Literac	y/CCRA/W/)		
This in	cludes asking students to compose texts that are:		
1	Informative/Explanatory		
	Opinion/Argumentative		
	Narrative		
Refer t	o PARCC evidence statements, performance-level descriptors		
and pr	actice tests for information related to assessment:		
https:/	/www.parconline.org/assessment-blueprints-test-specs		

 Instructional Supports 	
 Assessment 	
Differentiation of instruction must also be included in lesson plans. For	
more information see:	
 Universal Design for Learning: http://www.cast.org/udl/ 	
 NJ English Language Learner Scaffolded Model Curriculum: 	
http://www.nj.gov/education/modelcurriculum/ela/	
Instructional Supports and Scaffolds for Success in	
Implementing the Common Core State Standards:	
http://www.nj.gov/education/modelcurriculum/ela/	
VIII. Instructional Resources	
Instructional resources chosen for curriculum and units of study	
should match or exceed the criteria in the "Instructional Materials	
Evaluation Tool for CCSS Alignment in ELA Grades 3 -12 (IMET) –	
Student Achievement Partners."	
See http://achievethecore.org/page/783/instructional-materials-	
evaluation-tool-imet	
IX. Text Complexity	
Reading Anchor Standard 10 (see below) addresses complex text.	
Built within the units of instruction, a quality curriculum will provide	
students with ample opportunities to engage with grade-appropriate	
complex text. A curriculum unit might include samples of complex text	
in Appendix B of the CCSS	
(http://www.corestandards.org/assets/Appendix B.pdf).	
To engage and support students successfully when reading complex	

text, teachers should consider some of these instructional/reading strategies:	
Strategies.	
Close Reading	
Text-Dependent Questions	
Reading with an Annotation System	
Paired Reading	
Small-group Instruction (i.e. Guided Reading)	
Range of Reading and Level of Text Complexity:	
CCSS ELA-LITERACY.CCRA.R.10	
Read and comprehend complex literary and informational texts	
independently and proficiently.	
X. Research Writing & Technology	
To A substitution (CCCC) and the Madelli Market start	
Two Anchor standards in the CCSS speak to the vital skill of infusing technology with writing:	
technology with writing.	
CCSS.ELA-LITERACY.CCRA.W.7	
Conduct short, as well as more sustained, research projects based	
on focused questions, demonstrating understanding of the subject	
under investigation.	
ander investigation	
CCSS.ELA-LITERACY.CCRA.W.8	
Gather relevant information from multiple print and digital sources,	
assess the credibility and accuracy of each source, and integrate the	
information while avoiding plagiarism.	
Quality curricula aligned to the CCSS should contain numerous	

experiences for students using "multiple print and digital resources" to	
conduct "short, as well as more sustained, research projects." This	
may include internet research for gathering and using information,	
multimedia tools and presentations, and online communications. Of	
particular importance is for students to be critical consumers of	
language and information. This aspect of technology and research fits	
with the 21 st century theme of "Information, Media and Technology	
Skills" (see	
http://www.p21.org/storage/documents/1. p21 framework 2-	
pager.pdf)	
XI. Speaking and Listening	
The anchor standards for speaking and Listening include two main	
components:	
Comprehension and Collaboration	
 Presentation of Knowledge and Ideas 	
Quality curricula should include numerous opportunities for students	
to speak knowledgeably and critically about course content.	
Additionally, students should be given opportunities to present on	
content knowledge and ideas, using technology as part of the process.	
XII. Language Development	
Curriculum in all disciplines should address skillful acquisition and use	
of language, especially in terms of vocabulary development.	
Vocabulary instruction must include words taken from tiers 2 and 3	
(See Appendix A, p. 33 for more information). Quality curricula	
aligned to the CCSS will afford students opportunities to demonstrate	
a) Mastery of Conventions of English (i.e. grammar, mechanics,	
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	and usage)	
b)	Knowledge of How Language Works(i.e. stylistic choices)	
c)	Mastery of Vocabulary Acquisition and Use (See Appendix A, p.	
	32, for more details about vocabulary instruction)	